

**Under the VTSS Umbrella:
Process Integration and School Schedules**

Session 2

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Under the VTSS Umbrella: Process Integration and School Schedules

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Part 2

Designing Quality Elementary, Middle, and High School Schedules: Providing Structured Time for Intervention and Enrichment in a tiered System of Supports 8:15 am – Noon

Dr. Michael Rettig, Professor Emeritus
James Madison University and
President of School Scheduling Associates

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Dr. Rettig: I had one high school, three middle schools and about fifteen elementary schools, and we came up with standardized schedules at, at, at the level there and everybody has an intervention period build in. I remember working with one of the elementary schools there, there was a team of three teachers. And they'd already piloted the intervention period the year before, and they were a dynamic team of three. During their intervention period, which was 45 minutes, 4 other members of their intervention team joined them. I think it was a reading specialist, and an assistant that worked with her and a special Ed. teacher, maybe an ELL teacher. So during that 45 minute period there were actually seven adults available for the grade level okay. The three classroom teachers and the four others I just mentioned there, and like I said this was a dynamic team. They benchmarked their students with a formative assessment every six weeks in reading, and every two weeks in math.

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Dr. Rettig: Okay, so that was their assessment routine, and then what they described to me is they said, well for the first 25 minutes, 20 minutes of the 45 minute period they regrouped their students among the seven adults that they had, teachers they had available at that time into reading intervention and enrichment groups. And then after 20 minutes they changed to a regrouping for math based upon their math benchmarks. I was like huh? I said, why don't you just do like three days of reading and three days of math or something like that? They looked at me and said, we want to do both every day, and we're fast on the switch you know. So you get a team like that that could do that, they also progress monitored during the six weeks and during the two weeks in math. So kids got either an intervention or enrichment in both reading and math every day. They were pretty short but they were very targeted. That was pretty powerful. I've worked with some other divisions where we're talking about a regrouping model.

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Dr. Rettig: And imagine I'm in a situation where I have 100 kids in third grade, and I've got four classroom teachers. That wouldn't be an unusual situation, so let me just go through a potential example. If we were in a perfect little Rtl school, you know, 80 percent of those kids would be tier one, and so I'd have 80 kids that ought to be able to learn the basic curriculum in a regular amount of instructional time if their teachers differentiated within that universal instructional time. So, that's 80, I start planning them for the 80, why that's a whole lot of kids I got to have something productive for those kids to do and it ought to be an enrichment program okay. So I've got to plan for them first, I, I know the interventions are going to pull in place pretty well, but I've got 80 kids I've got to deal with here, and my first thought when I look at that 80 kids is who is gonna do it?

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Dr. Rettig: You know, I'm a scheduler, I've got to figure out who is gonna work with them. I know I've got my core classroom teachers, but I'd rather not use all of them because I'd like to hold some back to be able to do some of the interventions, okay. So first thing I think about is there anybody else I could add to this group of teachers at this time who might be able to provide part of the enrichment program, and the first question I always ask is do you have a full time teacher for the gifted in your building? And when they don't raise their hand every once in a while they do. By the way if I even, if I had a full time teacher of the gifted I'd put them on one of the slots I have there and they'd do some of their work with enrichment kids during this time wouldn't they? Or I could at least do it when they are in the building, but I don't usually have that. In fact in most elementary schools there is usually nobody but the classroom teachers to do the enrichment portion of the schedule. So it's likely, then I think well how many am I gonna need, and I look at 80 and I say well it'll be lovely if I could use all four, but I can't do that.

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Dr. Rettig: And I'd say I'd really love to keep two classroom teachers back here to do some of the interventions but I can't get away with two here. So three, I got to have three. So I'm gonna be using three of my classroom teachers over here to do the enrichment program. Now we could just do a differentiated thing in, in literacy or math or something like that I suppose. But I'm gonna describe something a bit different here, and if I have these three teachers well they're gonna have some decent numbers. You know, 20 whoops, 27, 27, 26 that adds to 80 doesn't it? Oh, that's a really strong teacher. So I've got that, and you know, then I'm thinking about what's my benchmarking system if my benchmarking system were every nine weeks maybe I'm gonna plan something for three weeks, something for three weeks, and then I'm gonna think what's it gonna be? Well you know, it could be whatever we wanted it to be.

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Dr. Rettig: But so what say we took one of our teachers who is very very strong in science, and we said, we'd like you to design a three week enrichment science unit that is directly related to the content being taught this nine weeks, but it is an enrichment of it. It's above and beyond, it's full of lots of reading, lots of charts, lots of graphs, lots of higher level thinking skills. It's built upon those objectives that we know will take our kids from proficient to advanced proficiency, and but it's gonna be within the world of science. So you plan a three week unit for that, and then maybe we'll do the same thing in social studies. I'll take another teacher who is very strong in social studies, by the way this above and beyond the universal instruction in science, it's an enrichment science unit. I might do the same thing in social studies, take a teacher there. Three week unit, lots of reading, writing, charts and graphs.

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Dr. Rettig: Lots of objectives, higher level thinking skills related to what would take our kids to advanced proficiency. Do that, by the way if I were in a school that had multiple elementary schools, and I've done this in a few districts, it would be a nice curriculum writing project to get together those third grade teachers who were gonna do the science enrichment units during the intervention block during the summer. Maybe there is five schools, or six schools in our division, we get them together with the supervisor of the gifted and they write good strong enrichment units that are extensions of the content. Am I making any sense here? Rather than make it up on the fly, okay. And do that, because again one of the things that gets RtI the worst repped I what we do with everybody else. We can't have parents or teachers saying, well our kids who don't need intervention are just twiddling their thumbs, while you know, we're doing the interventions. So maybe I do that, and then we're never happy with the amount of writing we get either, so maybe we do a writing unit the same way.

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Dr. Rettig: And so for the nine weeks that we have going on here I've got these 27, 27, 26 kids that get three extra weeks of science enrichment, three weeks of social studies enrichment, three weeks of a big writing project. Now any of these kids who happen to be in any of these groups, if any time during this through our progress monitoring our more, our more timely formative assessments and our shorter formative assessments we discover they're beginning to struggle we can drop them down into an intervention okay. But that'll be based upon our progress monitoring during the time, well that leaves me with only one classroom teacher here. Hopefully I've got a swat team of other folks that is able to help, maybe there is a reading specialist. Maybe there is an assistant that works with them, I don't know, maybe there is a special Ed. teacher. Maybe there is a special Ed. assistant, I don't know. Maybe there is an ELL teacher, you know, I'm trying to create this team that could work with this grade level at this time and get these numbers down as low as possible.

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Dr. Rettig: And I have one classroom teacher left as well. That's a lot of work, a pile of work am I making any sense here? That would be a pretty strong enrichment program if we could do something like that, not easy to put into place. I like to share pie in the sky though, gives people something to shoot at. Okay, I think you have to go through some thinking process like this, like I've been doing to come up with how you're gonna structure this you know. Like I said, I work with some places in Pennsylvania where instead of creating their own enrichment program they adopt one. They'll decide junior grade book is our enrichment program, and everybody does junior grade books group, and that's what their program is you know. I guess that could be okay. This could be well, done well too if it were, they were well planned units. The goal of what is what?

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Dr. Rettig: That our enrichment kids make their one year of growth as well okay. Cause that's what they deserve. Okay, okay, what I like to do now is segue into I've, I said earlier that in special education not all special Ed. services are scheduled in the IE period, and I want to talk about how to think about scheduling our special Ed. people when intervention/enrichment blocks exist, but also when they have to do other work as well. So the next schedule I'd like you to take a look at is one that's in your handout, it is the, I think it's Falmouth Elementary School. It's an old schedule I did a while ago. They probably don't do it this way there anymore, but it's useful in terms of Falmouth.

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Dr. Rettig: Looks like this.... Okay here we go, look at the screen not at your schedule right now. Shh, these were the time allocations that were agreed upon in this school, Ma wasn't happy about it, but I still had to deal with it. Notice that the greatest common factor is only five, made it hard for me to make things as, as nicely fitting as possible right there but these were their time allocations. They had 390 minutes in the day, they also had three special Ed. teachers in the building, and their plan for the sharing of those three special Ed. teachers was as follows.

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Dr. Rettig: One was gonna be shared between first and second grade, one was gonna be shared between third and fourth grade. One was gonna work primarily with fifth grade because of the grade load there next year, and that same one would probably be picking up any kindergarteners who might get identified later in the year. That was the plan. By the way you got to have a plan, okay. Got to have a plan, that was their plan based upon their numbers at the time. I had a group sitting in front of me that included reps from every group, the lead special Ed. teacher, the principal, somebody from encore. We had to go build their schedule, so I said, rather than just trying to schedule the LD resource teacher that was gonna be shared between a grade level let's come up with a plan for it. So we had 300, that person only had 390 minutes in the day, and they were gonna be shared, there was some things that came out of that. Notice we have,

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you know, 15 minutes of homeroom time well they might be doing some check-ins with kids, that's not really useful for instructional time.

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Dr. Rettig: So that meant there were only 375 minutes. They needed to get their lunch too, which was in this school 30 minutes, so this is homeroom, and they need to get lunch was 30 minutes, that left 345. They also needed to get a planning period, and in this school encore for the regular classroom teachers were 45 minutes so it made sense that the special Ed. teachers ought to get 45 minutes too. And so that left 300 minutes. By the way I do like to schedule lunch and planning for our special education teachers, too many of them are running around with their head chopped off trying to meet student's needs and foregoing both of those on a regular basis. Ninety-five percent of our special Ed. teachers do that, five percent of our special Ed. teachers we don't know where they are. Cheap shot I know, but it's true you can think of somebody right now can't you, they're in a car somewhere you know.

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Dr. Rettig: So if you recall this person was gonna be shared between first and second grade. Now the special Ed. lead teacher who was there said, and the need in first and second grade are about equivalent when scheduler hears equivalent need what does scheduler think? Equivalent time, so we only had 300 minutes left so that meant that we'd have about 150 minutes that we could devote to each grade level unless we were doing some mixed grade level things, and they were primarily an inclusion school okay. So, but so 150 minute to each grade, now each grade had an IE period, and the IE periods, they didn't call it IE, they called it CE, core extension, was 45 minutes. So we had to have two non-conflicting IE periods on for first and one for second, they were 45 minutes that left 105 minutes left at each grade. They said we're doing inclusion in language arts and math.

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Dr. Rettig: The special Ed. assistant does the inclusion in science and social studies, and they said, language arts is more important than math. So we said, okay let's do 60 minutes of inclusion in language arts at each grade level, and 45 minutes of inclusion in math at each grade level. Notice the number at the bottom of the column. Zero, we can't do more than there are minutes in the day in a special Ed. teacher's schedule. Every once in a while I'll be working with a group like this, and there will be a special educator that will raise their hand and say, well all that is just fine. But you know, I have federal and state mandated IEP requirements that must be met, and they don't match up with what you just did up there. And I say, well sorry I don't pay any attention to that, but what I say, is you know, what I find really interesting is that the secondary level, that the, you'll never find an IEP.

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Dr. Rettig: Never at the secondary level will you find an IEP that is not written in an increment of what the period or the block is in that school. If they have 50 minute periods they don't write 60 minute IEP requirements. If they have 90 minute, you understand what I'm talking about? They have a schedule in the back of their head when writing IEPs that guides what's practical to deliver, and unfortunately in elementary schools cause we have often not had a schedule in the back of our heads that had sort of routine chunks of time to guide us we have relativistic policies of writing IEPs. Meaning we just finished Johnnie and he was pretty bad off so he gets 45 minutes a day, but Susie was worse off so we'll give her 60. You know, even if there is nothing in the schedule that actually is that length, you know, that would work that way. Do you know what I'm saying?

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Dr. Rettig: And so I think once we begin to get scheduling chunks in our head in elementary schools that are routine and predictable we can write IEPs that will fit with that and be more deliverable than the ones that we sometimes write right now. So that's what we're going through here, so then the thing is if I let my first and second grade teacher schedule themselves no way am I gonna end up with this okay. So we had to get our first grade rep and our second grade rep and the special Ed. person, and me and everybody is watching negotiating how we're gonna get all that done in both their schedules okay. So we ended up with what you see on the sheet that you have in your handout, which is this. Here is the special Ed. teacher's line, that's the one-two special Ed. teacher. You'll notice that she has a duty during homeroom time right there for ten minutes, and then she co-teaches in a second grade class. Yes there is a cluster of students in one of the second grade classes that she co-teaches in.

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Dr. Rettig: You know, if you want to do inclusion you know you have to do some clustering, you know, you have to do some clustering. You want to balance the clusters, yeah maybe I have a special Ed. cluster in this class, and maybe I have a Title one cluster in this class, and maybe I have an ELL cluster in this class to balance the work load and all those kinds of things, and the, the academic abilities of the class. But if you want to do inclusion there is no getting around clustering unless you are really rich okay and can throw a special Ed. teacher. Hey I worked in a school, charter school in D.C. yesterday, it was amazing. They had two teachers in every classroom, 23 kids in a class two teachers in every classroom, and one of them was a certified special Ed. teacher. I know. I know I was like, how sustainable is that? They said, it's not. We need to change it you know. They couldn't, it was great for a while but you know, it's not sustainable for scalable to more schools.

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Dr. Rettig: So we were in the process of changing it, it was wonderful though. I work in some independent schools where that's the case, work in the Packer Collegiate Academy in Brooklyn, every elementary class has two certified teachers in it with about 20 kids. Hey it's great, who can do that you know? So, but so here we go, we got a cluster in second grade and for the first hour my special Ed. teacher is working, co-teaching with that second grade teacher in that cluster right there. The first hour of the second grade two hour language arts block. By the way her assistant is up in the first grade cluster. The second hour the special Ed. teacher is working in the second hour of the first grade two hour language arts block. The next 45 minutes she has an IE group that comes from second grade, by the way this IE group would include some of the kids that were probably in her cluster here and maybe other students. She can reteach what was taught here to those students.

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Dr. Rettig: She could pre-teach perhaps what they're gonna be learning in math later in the day, she could pre-teach what they're gonna be doing in language arts the next day or re-teach what was done in math the day before, or work on other IEP goals. Then there is a five minute break because of the, the 15 minute problem, and then I have my IE period with first grade. Same drill can reteach what's happening in language arts, pre-teach what's gonna happen in math, work on IEP goals. Then she has her lunch, then she joins the first grade for the last 40 minutes of the math block, and then she joins the second grade for the last 45 minutes of their math block, where the five minutes get lost over here, and it got lost over there because of my 15 minute problem, remember they didn't do my allocations I like, and then she had her planning time right here.

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Dr. Rettig: Couple little twists in the schedule of course the five minute goof here, but the other one was notice her planning block lines nicely up with second grade but she's working in second grade when the first grade has encore. And she needs to have common planning time with both of those grade levels not just one, so what do we do? Her assistant took over the math support one day a week in second grade here so she could go plan, and do that, and plan with the first grade there. Am I making any sense there, we had to, if you have special Ed. teachers that work with multiple grade levels their planning time doesn't need to be at the same time every day. It can be at a different time to get them meeting with their co-teacher in that model. Now what kind of compromises has to be made here? Well let's look at the schedule, let's look at the first grade line. Two hours of language arts followed by lunch and recess, followed by IE, followed by math, encore and then end the day with your class with science and social studies. Pretty much an idea of a first grade schedule, most first grade teachers would like that.

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Dr. Rettig: Let's look at second grade. Two hours of language arts, followed by their IE, then lunch and recess, then science and social studies. I know of no second grade teacher on this earth who would prefer to have science and social studies before they had their math. That was our compromise, okay. To get access for the special Ed. teacher to both math groups we stuck the social studies and science here, which pushed the math block later for second grade, which meant that our special Ed. teacher could join them for the second half. Now we still gave second grade the last encore block, so they didn't have math in the last block of the day so that was still good. But the compromise was worth it, and that was what was necessary to create a decent special Ed. schedule where we got the best out of our resources there. Am I making any sense here? It's the kind of thing you have to think about, and it's very individual per school.

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Dr. Rettig: I had somebody ask me earlier, I said, she said, what do you do if you have one special Ed. teacher for the whole school? They're not getting common planning time with each grade level I can tell you that, that's all they'd do. Pretty much the way I approach that if they have got kids in every grade level I'm gonna do their work mostly out of the intervention/enrichment period. So if I had an intervention/ enrichment period for every grade level they have an automatic access point. Of a kid's IEP specifies that they have to come more they're gonna have to be a pull out, out of some instruction and they're gonna join other kids in a different grade level during that time. But I have the one access point of the IE period, and they need more it's gonna have to be a pull out of something else. That's all that you can really do, am making any sense there if you have that sort of situation. Ask me a question. Okay, another idea, I said all of this stuff I'm talking about with this IE period requires a tremendous amount of teacher work.

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Dr. Rettig: You know, planning out the interventions, the enrichments, doing the data analysis and all that, the minimum we have to get them is common planning time on a daily basis. That's absolute minimum, but even that we can't have them working on this all the time. They've got their other planning they've got to do in there, if there were some way that we could occasionally give them a little bit of additional planning time to focus in on data and designing interventions and enrichments I think that would be welcomed. And so let me give you a couple ideas about ways to do that. They have tradeoffs as does everything in a schedule, okay yeah. So just look at this with me up here. Notice how I've scheduled the IE period for first and second grade so that it extends their encore.

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Dr. Rettig: It's right next to their encore. IE extends lunch for kindergarten, IE is next to encore for third grade, IE is next to encore for fourth grade, IE is next to encore for fifth grade. I'm just using, it doesn't have to be IE, it could be anything we put there. So the

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regular planning time is right here, bing, bing, bing, bing, bing, bing. What if on an occasional basis we would replace the IE period with some other rotation that would allow us to have a 90 minute block of time that teachers could plan in? Now if I have no resources, maybe I'm in my perfect little three top school okay. Just imagine I don't have anything else I can stick in there where encore two is written, could I hire three subs for the day?

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Dr. Rettig: What would I do with three subs if I hired them for the day? I'd have them work in fifth grade right there, and in fourth grade right there, and in kindergarten right there, and third grade right there, and they'd have some off time here, and then they'd work in second grade there, and they'd work in first grade there. So for the cost of three subs, I'd get a 90 minute planning block that day for each one of my grade levels. That's not real expensive, you might not have the money I know. But it's not bad, you understand what I just said there, just to extend it? Okay, it's an idea. Next idea is what if I do have some other people in the building? So what say my regular rotation were this, you know, I showed you that earlier it's my regular encore rotation was this.

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Dr. Rettig: And what if I once a week, or whenever I decide to do it, once a week say did something that looked like this? Well I'll send one of my classes to the library, one to computer, and one to guidance. Now I've got to have somebody that can do them I know that. We usually have a guidance counselor, we usually have a librarian, I don't know who is doing that, depends what building I'm in, sometimes I can have a tech specialist who really doesn't work with kids but maybe one day a week they could. You know what I'm saying? I mean I'm just playing out loud here, and so I'm gonna send the first say I'm doing it on Tuesday or whatever. First Tuesday I'm gonna send teacher three A to the library kids, and three Bs to guidance, and three Cs to computer. That fills up the encore two box, now I got the 90 minute block there again. I don't, sometimes you might use assistants to do a SSR, I don't know. Depends what you have, am I making any sense. I'm trying to create another rotation that fills in the next block to the encore to get a longer period once in a while.

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Dr. Rettig: So you got that, that's easy if you have the resources. Here, oh let me show you a school. Did this in Hanover County, and you have Henry Clay's schedule I believe, you should have. Henry Clay...Come on....

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Dr. Rettig: See if I can find Henry Clay.... Hyperlinks are not working. So here we go. This is a K-2 school, by the way when I, when you have a K-2 school only three grade levels and they were six or seven, five, six or seven, no there were six or seven classes

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per grade level in this school. Almost impossible to get the grade level common planning time because of the way their encore people came. So we built a master schedule that looks like this.

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Dr. Rettig: Notice I had to divide kindergarten in half for their regular planning time, A through C, D through F, half plan here, half plan here. Same thing with first grade, here and here, same thing with second grade here and here. So only half a grade level regularly planned together. Cause I had encore teachers who came to the building all day long, I can't have them just working three periods, you know, so and I still wouldn't be able to get everybody off. And then what we did is every Tuesday we created a second rotation that was 35 minutes long, and we for these three classes we stuck it here. And for these three we stuck it here, which gave them a total of about 70 or 80 minutes off together once a week in there. Am I making any sense here? Now what that rotation was, was a bit goofy, but let me show it to you anyway.

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Dr. Rettig: ...Yeah this is scary. I know, follow it, they, you know, I, I was only working with this one school and I didn't get to assign the staff. If you look at this they have a music teacher four days a week, Monday, Tuesday, Wednesday, Friday. They had an art teacher four days a week, Monday, Tuesday, Wednesday, Thursday. And they had a PE teacher four days a week Tuesday, Wednesday, Thursday, Friday, and they had a librarian every day. But they did have at least three people every day, and that was my sort of working group okay. Now if you look at the rotation here teacher KA has music, art, PE, library, music, two musics. Teacher B has art, music, art, PE, library, two arts. Teacher C has library, PE, music, art PE, two PEs.

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Dr. Rettig: That's goofy, not fair so rotate it every six weeks so it came out even in the end does that make sense? That was their regular planning time. Regular planning time, I was just working with what they had, okay. Then we created a secondary rotation and the secondary rotation used a Title One teacher, a guidance person and because we did it on Tuesday the day that we had music, PE and art in the building we didn't need our librarian on Tuesday in the regular rotation. So we sent one class to a writing lesson taught by the Title One teacher, one class to a guidance lesson taught by the guidance counselor, and one class to a extra library class. And that was our secondary rotation that got us this 70 minute block off.

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Dr. Rettig: Make sense? Some way to do it, it all depends on your resources. One more way and we do this in Goochland, this next way....Okay, this is gonna be hard to imagine, but here we go. Normally when I build an elementary master schedule I think in

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eights with a K-5 school, eight. Eight, okay. Eight, why eight? Six grade levels, a block for each grade level, planning for the encore teachers, lunch for the encore teachers that's why eight. In this case nine. Still a K-5 school, now I got an extra period.

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Dr. Rettig: And so the periods say when from 50 to 45 minutes, the normal planning time for fifth grade is here, fourth grade here, K, three, one, two. That's a normal planning time, imagine though that once every two weeks instead of planning here the fifth grade plans here for 90 minutes. The encore teachers have the fifth grade students for 90 minutes, whatever class they're in they're in for 90 minutes, or they could flip them if they wanted to. So the fifth grade teachers plan here and have 90 minutes off, where do the encore teachers plan that day if the fifth grade teachers are planning here? In the fifth grade slot. Another day during the week, or once every two weeks the fourth grade gets to plan here for 90 minutes, where do my encore teachers plan that day?

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Dr. Rettig: In the fourth grade's normal slot, do you understand what I'm doing here? Created an extra period and I give it to each grade level once on some rotation, maybe once every two weeks, and couple it with another period to give them 90 minutes off. By the way that didn't cost me anything if I have enough time in my day. Maybe it shortened their normal planning from 50 to 45, make any sense? We did that in Goochland, it worked well. By the way I did work with a, I worked with a school in I forget where it was, I just did a schedule in a school I think it was in, oh it's in, it's in Chappaqua. We just did, redid the elementary school schedules there for next year, and every school they have three elementarys is following the same master schedule. Every school, the third grade has the same planning time as the third grade in the other school as the third grade in the other school.

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Dr. Rettig: You know what we're gonna do don't you? Distance learning, cross school meetings. Wouldn't that be cool? They got it all planned out. It's gonna be neat. Okay, done with elementary. It's a lot. Ask a question.... I do have models like that, and I, what I think would be best is you have my email, you know, where I find those schools mainly? In urban areas first of all because a lot of urbans have gone to K-8s, and in parochial schools. So I've worked with Arlington Diocese, they're almost all two top K-8s, you know.

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Dr. Rettig: And you end up with a mix, generally there is a couple encore periods for the sixth, seventh and eighth graders, and only one for the elementary folks which makes for some interesting you know, differences in jobs. And as you might guess, and almost

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always you have to have two grades in encore at the same time to be able to run it. But if you'll send me an email I've got ten or twelve examples I can send you and you can just look at them okay. But you generally, you know, if I've got nine grades I'm not giving them 20 minutes of planning a day, the way I'm doing it here I've got to have two grades in encore at the same time to get something done, and appropriate staffing for that too. But send me an email I'll send you some samples. So I want to start with the secondary bit here, and I want to start with a history lesson first.

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Dr. Rettig: Just to give you a sense of what's going on. So here is what we're gonna do in secondary. We're gonna start with a history lesson about what's going on out there in the world, and get you up to speed on what's going on. Then I'm gonna pick what I think is the most interesting thing occurring in secondary schools today in scheduling, which is high school attempts to do an intervention period. Which is really really hard at the high school level, okay. Really really hard, but so here we go. And then we'll do, go into some discussion about basic models too. The modern America secondary school has it's roots in the middle of the nineteenth century when the one room school houses around this country started to consolidate into larger institutions.

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Dr. Rettig: The two larger institutions were the elementary school, which was often grades one through six or seven, or eight. And the secondary school, that was grades six, or seven or eight through eleven or twelve depending on the number of grades in the school. The initial secondary school schedules that were developed were widely varying around the country. I saw an old school schedule from early 20th century, or late 19th century where kids only took five classes a day and that's all they did. And I saw another one where kids had 14 different activities that they engaged in over the week, some met once a week or twice a week, some met daily, some were in short periods, some were in long periods. There was a wide amount of variety that existed in the country until about 1905-10 or so when something happened. There as, a committee was formed, and it was funded by a grant from the Carnegie foundation, and this committee was charged with setting some new standards for this new American high school, secondary school.

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Dr. Rettig: Graduation standards and things like that as part of their work they coined a term and set a standard, of course you know the term, the Carnegie Unit. They said, we'll grant a Carnegie Unit, or one high school credit for any class that meets from 40 to 60 minutes per day for the entire school year, and when they set that standard schools around the country began to meet their classes in that format. Forty to sixty minutes per day, daily classes would earn the Carnegie Unit. The most common schedule in the country at that time of this standard was the six period day, and come on. Let's get back

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here...jeez. There we go, was a six period day, and the six period day was the most common schedule in this state for a long long long time.

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Dr. Rettig: How many of you went to school in Virginia? How many of you were in a six period day when you went to school? You know, if you're any, if you're older than 40 you certainly were, and probably older than 30 you certainly were. Six period day was the most common. Some of the terminology that we use to describe secondary school scheduling came out of the six period day. In most six period day schools in its original format the classes were about an hour long. Teachers still refer to their classes as my first hour class, my second hour class, my third hour class, even if the classes are 40 minutes long they still use the same terminology. If you go to Virginia Beach or Norfolk you'll often hear people refer to their classes as my first bell, my second bell, third bell. It's not so much cause bells are ringing, it's cause there is a naval influence over there and bell is time terminology in the navy. You know, so they call bell, bell you know. In the six period day the typical teaching load has been five out of six classes in the schedule. I've been a few places where it's four, if you got to Chappaqua, New York their middle schools are on a six period day now.

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Dr. Rettig: It's very interesting schedule, I'll show it to you later. Their teachers teach four. You go to Anne Arundel County, Maryland, they were on a six period day in their middle schools for a while. They taught four. The typical load is five. I've been a couple places where they teach six, six out of six. Five years ago in Dayton, Ohio they failed the budget vote, so they shortened the school day. Took away teacher's planning period, teachers taught all six of the class periods. No planning period while the students were in school. About ten years ago I was working in Hawaii, and there are about 50 high schools in Hawaii, and about half of them were on a six period day. They also taught all six of the class periods. Middle of February, you know, maybe not a bad deal. Trade a planning period for paradise, you know, if they had a faculty exchange you know. The six period day was the standard schedule for years and years and years, and it has declined for the last 30 years in use around the country.

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Dr. Rettig: What's the primarily, primary cause of its decline? Increasing graduation [Inaudible, 00:42:02], think that's what it is, well it's pretty obvious that if you want to get the advanced diploma six credits a year over four years isn't going to work so well for you. So as the number of credits required for graduation has increased what happened? The first thing that happened was people tried to Band-Aid the six period schedule, they really liked it. You know, that hour in all subjects was good. They tried to Band-Aid it, how did they Band-Aid it? Early bird classes, late bird class, classes before school, classes after school, remember those? When my daughter Ann entered high school

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[Western Albemarle High School?], fine high school was on a six period day they no longer are. When she entered there she signed up for English, math, science, social studies, work language and the required PE and health class. She'd been in the band in middle school, where is the room for bank, music or arts, or technology or anything like that in the college prep schedule? There is none okay. What were our options? Well she could postpone certain sequences.

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Dr. Rettig: She could not start world language in ninth grade, start it in tenth and then take band. Not a good idea if you want to go to the elite colleges in this country, they want four or five years of world language not two or three okay. She could have postponed world history at the time. Cause only a three year requirement, she didn't want to do that and take it with ninth graders next year. She could have postponed health and PE, do you know any teenager in the state of Virginia that would postpone ninth grade health and PE, thereby postponing tenth grade health and PE, which of course had driver's Ed in it? No way, so what did she do? By the way she could have taken an early bird, didn't want to do that. She was an athlete, could do the late bird. She went to summer school after eighth grade, took world history in six weeks. Don't ask her what she knows about it, you know, and made room in her schedule so that she could be in the band.

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Dr. Rettig: Those kind of Band-Aids happened all over the country. I worked at Homewood-Flossmoor High School right outside of Chicago for a number of years. They had 3,000 kids in that school, 1,500 went to summer school every year and almost none of it was remedial. It was all to get something out of the way to get an elective choice during the regular school year, good money maker for the district too. Until the Band-Aids didn't work anymore, and we changed the schedule. What did we change to? A seven period day, okay. So did we lengthen the school day when we changed to a seven period day? Nope, we just shortened the periods, so those periods that were formerly in the 55 to 60 minute range, now in most seven period schools are in the 45 to 50 minute range, 47 or 48 is the most typical. Teaching loads in a seven period day vary around the country. I worked in one high school in the country that has a four teaching load in a seven period day, Scarsdale High School.

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Dr. Rettig: Spending \$30,000 a year per kid there, 18 kids per class, 4 classes a day, pretty sweet gig. You know, if you're in a union state, strong union state or in Virginia where there are accreditation standards the teaching load is five out of seven in a seven period day, although there has been at least one district in this state that has violated that for a whole year and had teachers teach six. I'm not gonna mention who, at the high school level. They went back out of it. The typical teaching load in a seven period

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day around the country though in the south and the west is six. Six out of seven, why? Well it's all about money. There are only three factors that impact the cost of a school schedule. What you pay the teachers, the percent of the available periods that they teach obviously, if I have teachers who only teach four of seven I need more teachers than if they teach five of seven, and certainly more than if they teach six of seven, does that make sense? And the last thing that impacts the cost of a school schedule is the number of kids you're willing to put into each section.

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Dr. Rettig: Because the more kids I put into each section the fewer sections I need, the fewer teachers I need. It's about money. I worked in a number of schools in Clark County, Nevada. You know where Clark County, Nevada is? By the way 85 percent of all the students who go to school in Nevada go to the Clark County Schools. They have 40 high schools. They have three thirty years ago, they have forty high schools now. A lot of those high schools run a seven period day, teachers teach six classes. They staff their high schools at an average class size of 35. Many teachers there see over 200 kids a day. I've been in some core classes, you know, when you say average class size of 35 you schedulers know what that means, some are below 35 and some are above. And I talk with many teachers who taught more than 40 kids in some of their core sections. You know, so we have it pretty good here, we trade salaries for class size in Virginia, you know, and benefits.

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Dr. Rettig: We trade the benefits, so in a seven period day we got a little more choice now. Now a kid begins English, math, science, social studies, world studies, PE and health and have an elective choice too. But in some parts of the country that wasn't enough choice, if you go to the affluent north east, you to go many parts of the Midwest you'll find that the standard schedule is an eight period day. Eight period day, to my knowledge we have no eight period high schools in the state of Virginia. By eight periods I mean eight classes plus a lunch, okay. Now this first one I'm gonna show you is an eight period day, but lunch is one of the periods. I'm showing it to you for a reason, this is the schedule that they operated at Cherry Hill, New Jersey for a lot of years they don't do it anymore. I'll show you what they do, they don't do it anymore. In this eight period schedule, Cherry Hill is a affluent suburb of Philadelphia right across the river in New Jersey on the other side Camden. And in this school they have two, two large high schools, 2,000 kids each.

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Dr. Rettig: In the district 30 percent of the kids in the district didn't take lunch they took an eighth class, eighth class period. Fifty percent of the kids in one of the high schools didn't take lunch they took the additional class period. They grabbed something in the cafeteria, come to your room and eat it. Okay, not the healthiest environment in the

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world. Why were they doing that? They had to get another AP class in so they could get to Harvard, Penn or Yale you know. So that's what they're all doing in there. Not particularly healthy. So they did that, some kids took lunch. The teachers taught five, had lunch and two preps. In Princeton, New Jersey they have a schedule that looks like this too except they have a 20 minute break right between periods four and five, they call it break don't ever try to take away break they'll run you out of town. Twenty minute break, it's right in the middle of Princeton, kids run out of the school for 20 minutes, grab something to eat.

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Dr. Rettig: The vendors are ready, okay. Try to get rid of break the business community gets after you too, okay cause you're taking money out of their pockets okay. Kids run out for break, grab something, come back in, almost none of the kids there schedule a lunch. They have eight classes and 20 minute break. The more typical eight period day is where we have eight periods, by the way the periods in a schedule like this are usually 45-47, when you get to a typical eight period day where you have, actually have eight real periods and a separate shorter lunch built in and around them, which is the most common schedule in the Northeast, the periods are about 42 or 43 minutes typically in this. Teacher loads depend on where you are, in the affluent northeast or affluent Midwest you'll teach five out of eight class periods have a lunch and two preps. Lunch, two preps, and a, actually they way they do it in most schools I've worked in with eight periods you get a separate shorter lunch. You teach five, you have two preps and a professional period.

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Dr. Rettig: And they call it, it might be assigned as a duty. More typically around the country if you're an eight period day the load is six, and in some rural parts of, that I've worked in Wisconsin, Ohio, in Texas teachers teach seven out of eight class periods in an eight period day. They have one little 42 or 43 minute planning period per day. Some schools, they make lunch equal to the periods, and their typical schedule is a nine period day where they run nine 36 to 40 minute periods daily. The shortest periods I've seen anywhere in the country were New York and New Jersey, 36 minutes a day. I know, crazy. That's because in New York the requirement for a Carnegie Unit is 180 minutes per week.

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Dr. Rettig: One hundred and eighty minutes per week you divide that by five you get 36, you know that our Carnegie unit requirement in Virginia is 140, 140 hours in a course. In Kentucky I believe it's 150, in many states it's 120. Each state sets it's own Carnegie unit, and a number of states including Wisconsin, Pennsylvania, Washington, Oregon and Rhode Island they no longer have a Carnegie unit requirement, C-time requirement cause they as all of you do know that minutes in a chair does not equal student

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achievement. You know, and so they're trying to be standards based. That whole discussion about the Carnegie unit, more and more states are doing away with the requirement for C-time, the problem is what are you gonna replace it with? What it has to be replaced with is an assessment people will believe you know. You know what I'm saying, an assessment that's credible and that people will believe.

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Dr. Rettig: There has been some things messing with our minds in the Carnegie unit, online education when you can do a course asynchronously and sit there in 50 hours and finish your high school course there. You mean I got to sit 140 in Virginia and I can do it in 50 by myself, I don't know. You know, or dual enrollment kinds of things. That sort of messes with it, so there is a whole lot of stuff going on in high school right now that's gonna change things I think. The blended models, how are we gonna accrue credit, you know, we got those federal assessment groups working designing new assessments. I hope they're good. So that's the end of the single period story, the most periods I've seen anywhere in the country ten-36 minute periods. Ten-36 minute periods, the you have periods from six to ten, from an hour to 36, the most common in the country seven with a teaching load of six in it. So that's the most common, about half the schools in the country on single periods. About half the schools in the country are in some kind of block schedules okay.

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Dr. Rettig: The most common of the block schedules is I don't know if you know, but we used to have some schools that do this. We had about 15 schools about 15 years ago that started out their block schedule with a six AB schedule. Now I want you to do a little math, if you teach five classes in a six AB schedule, talk to me about your planning. Every other day, it didn't last real long. There is nobody does that anymore, okay, and there were I think Roanoke City did that for a number of years. There were some schools that did that, that didn't last very long. You know, we have a number of schools who do an AB schedule that looked like this, this was the schedule that Atlee High School in Hanover County started out with, I don't know 20 years ago now probably. When it opened, you know, Tom Short was the principal there, anybody know Tom Short? Tom, he was head of secondary Ed. in the state for a while, Tom was a principal there, and you know, usually when you change to a new high school schedule you have a two year planning process.

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Dr. Rettig: This was a brand new high school, he had an interview planning process. He interviewed teachers, say how would you like to teach in a block schedule if you answered right you had a better chance of getting a job. That was the planning process, so they started with this schedule, and so it was a seven AB, which meant one of the classes met every day. So if you look at Monday, you know, one three and seven, and

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five meets every day 50 minutes lunch before and after. Two, four, six they met all their classes on Friday. Tom still taught a class, I remember, he taught an English class and it was in the one two slot here, met every other day. And he now had a site based management committee, and his teachers started complaining and they complained about Friday, and he said, on Friday our kids come to class and they say do we have to do anything today? You know, part of that had to do with Friday and not the length of the class period I imagine.

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Dr. Rettig: Tom said he was keeping discipline referrals too, he found out he had more discipline referrals on Friday than the whole rest of the week put together. But I think that had to do with Friday too, but it had to do with more transitions. So his teachers were complaining about Friday, and as I recall Tom went away to a conference. And he came back from the conference, and he went to meet his class who was in the one slot, and he went to meet them on that Monday morning and they weren't there. So he went to his secretary, she who knows all and said, where is my class. She said, oh I forgot to tell you while you were gone the teachers changed the schedule. I'm probably messing this up a little bit, it makes for a good story, but they did away with Friday okay. And so they ran a straight AB block type schedule, and this seven AB block schedule is fairly common in Virginia and nowhere else. I don't know anybody else in another state that does a seven AB block schedule. I haven't run into anywhere, anywhere else.

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Dr. Rettig: The main problem is that that fifth period, you know, that single if you teach a biology class and three of your, four of your sections are in blocks and one is a single period they're different preps, and stuff like that. You got the alternate, you know the good day bad day planning problem for some people, you know what I'm talking about there, generally get one. There is a whole lot of issues we could talk about, it's not very common anywhere else but we still have a number of schools that do it in the state of Virginia. In union states they don't use it at all because everybody has got to get a planning block every day, and it's got to be equal. And so they had to have bigger classes on one day than the other and it didn't work very well. So they didn't do it there. The most common block schedule alternate day block schedule in the country is an eight AB schedule. Teaching load is either five or six depending on where you are, it would be six in Virginia, it would be five in strong union states.

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Dr. Rettig: This is very common. You go to the Midwest if they're on an alternate schedule they're on an alternate eight AB schedule. There has been a trend of moving from six to seven to eight course taking opportunities in this country and I don't see it changing. Cause we've been increasing graduation requirements, so eight courses is a standard that are offered to most students around the country now. Last time I checked

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the only school we had in the state of Virginia was still on six periods was Radford, and that was about five years ago. Does anybody know did they change, are they still on six periods, they still hanging on, anybody know? Yeah, sure. Yeah. No, no, no, no problem I'm gonna talk about it. Let's talk about it, and I'll talk about it from a perspective that occurred in North Carolina, cause it's a, it's a really really really good question.

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Dr. Rettig: It bothers me, the answer is, is not just yeah, it's yeah for some kids. Do you understand my answer, yeah for some kids it bothers me. See my philosophy of secondary school scheduling is the slide that's in the handout there is that we ought to design a schedule that is flexible enough to provide additional learning time for those that need it, and more choices for those, those who don't need additional learning time. So my answer would be yeah for some kids it bothers me, and what has been our response in schools that operate schedules like this? It is for kids who that learning time is a problem, especially in mathematics where they don't have 50 percent core cause somebody doubled up on their algebra in there and they're getting a block every day you know what I'm saying. And one of the things I find that has pushed us to eight course models is no, is, is the high stakes testing, no child left behind, why has it?

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Dr. Rettig: Because in, when you think about a kid what's happened in Virginia when we had kids that need to pass the algebra end of course test and they come in poorly prepared out of eighth grade and they've got to pass that test? One of our attempts to try to fix that is to double dose them in the course, to give them a double block. Well think about double dosing in a six period day, you know, I, I ran into some schools in Florida about ten years ago that were on six period days. And Florida with their ABC exams had a requirement that if you didn't pass the eighth grade exam in either language arts or math you had to get a double dose. So there were kids in Florida in a six period day getting two periods of math, two periods of English, one period of social studies and one period of science daily and that's all they could fit into their schedule. And they wondered why they didn't show up, you know, now double dosing works a hell of a lot better in a seven or eight course plan where there is still a little room for some electives if you've got to do it.

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Dr. Rettig: By the way, double dosing is not a panacea either, sometimes double the time is not gonna make, you know, the teachers the number one factor remember. So yeah that bothers me, but for a kid who is mastering the objectives of the course in that amount of time and then they get to take some really rich electives in the other part of the day I'm fine with it okay. I'm fine with that. [Inaudible, 01:00:28 - 01:00:35] have hybrids. Not many in Virginia anymore there are some schools that do three meeting days, you know, they'll have four days of block and one day. You know, I, this, you'll see

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this in some other states where they meet their classes, eight classes on Monday, Tuesday, Friday and they can do blocks Wednesday, Thursday, do you understand what I'm showing there? Another one like that. three meetings, a lot of states I work in that haven't had a lot of schools on block schedules like Virginia has, you know, we're about 75 percent block or more.

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Dr. Rettig: There is this constant tension especially in suburban schools there is some dissatisfaction with short periods, they don't like 40 or 42 minute periods. But on the other end they like frequent meetings, and they don't want to reduce student's choice. Those are in conflict with each other, so this is tension between frequency and duration. Are you with me on that? Tension, to overgeneralize your math, world language and performing arts people come down on the frequency side of the meeting, and your English and science and sometimes social science and practical arts people prefer duration so they can do more hands on kinds of things and stuff like that. and there is this tension that occurs, and so some of these are compromise schedules. The math people say okay we can do with four, we can do with four meetings a week and that will give everybody a block a week.

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Dr. Rettig: You know, or the math people say oh I guess we can live with three meetings a week, and you can have two blocks a week. You know, it's the duration debate that occurs. Of course the other big schedule in the country is the four by four schedule, and last time I checked in Virginia we have well over 100 high schools on a four by four schedule in this country. Most schools that do the four by four schedule if they do it well hybridize it, what do I mean by hybridize it? It doesn't work well for certain things does it? When the four by four schedule was first adopted in this country in Colorado most of the schools that moved to that schedule in Colorado had been on a six period day, and their adaptation of the schedule of the four by four, they knew they had a problem with music. Makes no sense for band not to go year long okay, because of performing and stuff like that, but their solution to that problem was we're gonna give band a block every day two credits, and so the band is gonna be better than every before.

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Dr. Rettig: And their logic was that in an old six period day if band was one class the kids had five other choices. If we go to this eight course plan the four by four, and if band is two they still have more choice than before cause they'll have six other choices. Won't that be great for the band? Except kids and their parents looked at it and they said to mean to be in the band I got to spend a quarter of my life in high school in the band, and I got to earn eight of my 32 credits in band just to be in the band? Enrollments plummeted in music programs in Colorado because of that adaptation. Somebody did a study on it, wrote about it, and the four by four got a bad wrap with

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music people all around the country. So what most schools who adapt the four by four well or hybridize it well is they figure out some way to get band and orchestra going every other day all year long.

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Dr. Rettig: And allow a kid to take another course opposite that, now if you're in a small school that's a hard thing to work out. Cause what are you gonna put opposite it? Ninth and tenth grade PE and health works really well, what about after that you know? Maybe they take another music, I don't know. Big schools it's no problem, I work with Mill Creek High School in Erie, Pennsylvania they're on a hybrid four by four. They have four thousand kids in the school. Eighty percent of their courses are semesterized, twenty percent of their courses meet every other day. It's easier for kids to mix and match in that schedule and piece together a schedule that will work for them. But if you've got 300 kids in your high school it's a little harder to do those hybridizations. This schedule, why do people just, and you know why do people adopt the four by four over the, an AB schedule? There are some really good reasons. The choices maintained, you still get eight courses, we got that flexibility for double dosing but it's primarily the teacher and student load issues.

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Dr. Rettig: And a four by four teachers teach three classes, usually two different preps per semester, not six. Students take four classes per semester, usually two or three academics, one or two electives. You also have acceleration in credit recovery possibilities that's why people do it that don't exist in other schedules, and these are some of the problems that we have to adapt the schedule for sometimes. I'm not gonna go into all that detail. There is another schedule that's out there that doesn't happen in Virginia, but is growing in popularity in some other states, in Ohio, in Michigan, and in Wisconsin. And that is this schedule, which is very interesting. It's a five block trimester schedule. So imagine five 70 or so minute periods per day, there are three 60 day trimesters that gives you 15 boxes in the matrix, each of which is a half credit course.

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Dr. Rettig: When you go to the Midwest students earn credit by the half credit even in full year courses. So at the end of the first semester of English nine if you pass it you get a half a credit, you understand what I'm talking about? We don't do that in Virginia, you don't get any credit until you pass the whole thing in most places. So a kid might take the first half of their English class first trimester and the second half second trimester, or they might take the first half of their English class first trimester or the second half third trimester. Or they might take the first half of their English class second trimester, and this, you understand what I'm talking about? It could be any of those patterns, and it is likely there is a different mix of kids in the second half of the class. It's treated as a totally separate class. It also means those English teachers better have,

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march together in terms of what's in first semester and second semester you know, in terms of the pacing of their courses right there. Teaching load in this is typically four out of the five blocks per trimester.

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Dr. Rettig: I work with the Birmingham Michigan Public Schools, I think you'll find this interesting, they had two high schools probably seven or eight years ago I worked there. Two big high schools, 1,800 kids each, and Michigan has had budget problems for a lot longer than the rest of us. And so they, I was called in there to help them cut two million dollars out of their high school budget, you know, which is not a happy circumstance. Their bottom line non-negotiable in the whole scheduling thing was got to save this money. So we engaged in a process, we had 39 people on a committee, and the committee included teachers, students, parents, administrators from both of the high schools. There were actually four parents and four students on the committee, they, they bring a different view.

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Dr. Rettig: An important view, and so we looked at a variety of different scheduling options, and after one day of work together they were narrowed to well let's consider doing the current schedule. By the way they were on a seven period day where teachers taught five, there was kind of a no-brainer solution to the problem. Why don't they just teach six, that would have saved a pile of money and you could have kept the same program. Are you with me on that? The union said, over our dead bodies okay. So that was a non-negotiable, not teaching six out of seven. So we didn't even think about that, so we considered let's keep doing the seven period day, teach five, but just pump up the class size to save the money. Let's go back to a six period day. Let's go back to a six period day but let some kids take an optional seventh before or after school. Let's do the trimester plan I just showed, you or an eight AB teach six, or a hybrid four by four teach six.

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Dr. Rettig: So after two days of study they needed to narrow the field down to the schools they were gonna visit and research more. And so we had a pole, this very strong democratic union mentality here. So we had a ballot, the ballot asked everybody to do two things. Rank the schedules in preference, and vote for those that you think ought to be discarded from future consideration. The, the rule in their process was 80 percent of the people in the, the schedule recommended to the school administration, district administration had to have 80 percent support of the committee before it could move on. So they made a rule that if 50 percent of the people voted to discard a particular schedule it was unlikely to ever get 80 percent support, and so that would be removed from further consideration. So we had our first straw pole, and as you can see here keep the current schedule we have bigger class sizes, got a lot of votes.

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Dr. Rettig: Six period day, 28 out of 39 said get rid of it. Six period day with optionals, 23 out of the 39 said get rid of it. Trimester got lots of votes, nobody said get rid of it, eight AB gone, 32 said get rid of that, and the four by four, hybrid four by four was left too. So they had by the way you might ask why did they get rid of the six period day, cause they were gonna go six period and still teach five. Who do you think voted against the six period day, return to the six period day? Who voted against it? All the parents, and all the students, because the highest value of parents and students in a school schedule at the high school level is what? Choice. The minutes in the period, no it's can I get the classes I want to take, all of them?

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Dr. Rettig: You know, and who else voted against it? All the elective teachers, come on. All the elective teachers, you go back to a six period day what classes are they cutting math, English, science and social studies? Hell no they're cutting electives, so they all voted against it okay. So they went back and did a big study, went to visit the schools, and they came back and they discovered that to cut enough staff to save money in the current schedule with the larger class sizes, the average class sizes were gonna be 40-41, that went away. They liked the hybrid four by four, but the hybrid four by four had a 75 percent teaching load, six out of eight versus the 71 percent they had before, five out of seven, that difference wasn't enough to save the money they needed so they were still gonna have to raise class size too. Whereas the trimester plan actually increased student's choice, because of the 15 box module kids can get seven and a half credits.

01:12:00

Dr. Rettig: And it's 80 percent teaching load, four out of five, it was enough to save the money and increase choice that's why they do it. There is an increasing number of schools in the Midwest that for choice reasons and for financial reasons have adopted that schedule. But hardly anybody, I don't know any schools on the east coast that do it. Because again we primarily accrue credit by the full credit in Virginia except for specific half credit electives. So that's the basic structure of high school schedules around the country right now, about half schools on single periods, about half on blocks. Most common single period is seven, most common blocks the eight AB and the four-four. It's not the most, the middle school level there is a mix of periods and blocks around, if the high school is on a block the middle school is more likely to be but not necessarily, and, and I'll show some different middle school models in a bit.

01:13:00

Dr. Rettig: It's not at all the most interesting thing going on in secondary school scheduling, this is the most interesting thing going on in secondary school scheduling right now. Let me get there.... This is the bell schedule for Garnett Valley High School right outside of Philadelphia, it butts the city of Philadelphia and they've run this bell

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schedule for 17 or 18 years now I think. If you look at it, and the bell schedule isn't what's interesting. If you look at it the first block is 80 minutes, followed by a five minute class change, then they have an 83 minute second block, they do announcements there. Then they have a period they call the enhancement period, I'm coming back to that. It's 45 minutes in length, third block they run three lunches, one before, one after, one in the middle of the block, and fourth block is 80 minutes as well. They happen to be on a four by four.

01:14:09

Dr. Rettig: But this could just as easily be an eight AB schedule, bell schedule because it would be the same, but the interesting part is the enhancement period. It happens every day for 45 minutes, and has for the last 17 or 18 years. Here is how it operates, different things happen every day of a six day cycle in that period. There are a variety of intervention and enrichment opportunities that are provided for students and there are different ones each day of the cycle, though some might make two or three days of a cycle. The period is scheduled on an arena scheduling model, know what arena scheduling is? Remember when you were in college, when I was in college here is how it worked. I based up on my social security number was allowed into the gym at a certain time.

01:15:03

Dr. Rettig: Okay, I had a list of the courses and the teachers, and the sections I wanted to be in okay. And if I had a bad number I would get there, get in the front of the line for my number and as soon as I got in there I would run over to say the English department and I had in my mind to take this class that met Tuesday and Thursday at 10 o'clock with a favorite professor and guess what? When I got over to the table there all the cards for that class were gone, it was full so I had to take Monday, Wednesday, Friday eight am with somebody I didn't want to take it with. You know what I'm talking about? Those of you that are younger you do the exact same thing it's just online now, okay. The schedule is set, the students fit into it. That's not the way we do most schedules, the basic high school schedule in a, in America is not arena schedule. We do tallies, we build sections we need to meet those student requests around that. But in this part of the schedule, in the enhancement period we couldn't be doing that.

01:16:00

Dr. Rettig: So we set a schedule, and there are 15 opportunities for this algebra one intervention. There are 16 opportunities to go be in this music practice session, and there is different things offered during the day. And during A through F's cycle by the end of D-day every six days, every student of the 1,300 students in the school has to get on the school computer system and sign up for what they're gonna do the next six days. The locus of control for what students do in this period is with the students who sign up for what they want or think they need. At the end of D-day registration for the

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enhancement period closes. The para-pro back in the day, the para-pro who monitored the program would look down all 1,300 kids and find out if they signed up, and if they didn't sign up they signed them up for a detention study hall you got signed up for if you didn't sign up.

01:17:04

Dr. Rettig: Okay, at the end of F-day teachers were distributed class lists for each of the next six days for who they were gonna have in whatever they were offering during the enhancement period. And the students got a little scheduling strip that said, reminded of what they were gonna do. That's all electronic now. Scared yet? Every six days kids sign up again, every six days, every six days, last 17 years. Here is kind of what it looks like. Here is my A through F days, here is my teaching staff. Now I'd have more teachers most places, of course but this is a conceptual model. A number of schools I'm working with right now that are attempting to do this, and this is a challenge, they are also trying to build high school PLCs during this time.

01:18:00

Dr. Rettig: High school PLCS built in the regular schedule scramble the regular schedule you know what I, you say we're not having any math first block. Well good luck with that and meeting student requests okay, you know what I mean. I've work with some eight period schools who have done that, but they pay a price in student course conflicts and meeting their needs with that. So instead we say, on A day during the enhancement period no math enrichment or intervention opportunities will be available for students. Our math department may have their departmental meeting on math on A day during the enhancement period. On B day maybe it's our social studies department, and C you understand what I mean? Each department would get one day per cycle with no student responsibilities where they could meet in their PLCs. Well your PLC can be designed any way you want it, and this doesn't have to be by department okay.

01:19:00

Dr. Rettig: And in some places would do it by department on cycle and by a different PLC another cycle. Am I making any sense here? If you think about the staffing of it, if we're on a, say we're on a four by four schedule. In a four by four schedule at the high school level 75 percent of your teachers are working every block if you've balanced your schedule well, and 25 percent of your teachers are planning. Cause everybody teaches 75 percent of the time and plans 25 percent of the time, so in this if I had five days, ABDE and F, not C, everybody is working on C. If I had five days I could have 20 percent of my staff off each one of those five days I'd still have more teachers available for the intervention enrichment than I normally have, okay in the regular schedule so it ought to be okay. It'll especially be okay if I have some things that are bigger that kids can go do that put more kids in them, like you know, library studies session or computer labs or stuff like that I don't know.

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01:20:00

Dr. Rettig: So each department has a planning time. I might run an advisory program too, we talk about running advisory program, and you know, I don't know what a high school advisory program is supposed to look like. I'm not an expert at that, but I've seen some that I thought were pretty good. Wausau High School, Wausau in Wausau, Wisconsin every teacher there has 12 students in their advisory group. Three ninth graders, three tenth graders, three eleventh graders, and three twelfth graders, and they keep those kids for four years. Graduate twelfth graders out and get a new crop of ninth graders in, they have access to their grades, they are their academic advisor. Okay, they track their grades, they keep track of them, they're the one adult they know, am I making any sense there? They're not their guidance counselor, although they may develop into that relationship, you know. I don't know. And you know it doesn't need to meet once every six days, it could meet once every two weeks or more frequently. At the beginning of the year I might meet it pretty frequently. In fact I work with Wissahickon High School outside of Pennsylvania, I'm gonna show you their schedule later this afternoon.

01:21:00

Dr. Rettig: And they didn't run this period for the first two or three weeks of school. They had grade level sessions and advisory sessions that they used the period for different things at the beginning of the year and didn't start an operation of a period like this until later in the school year. You know, I also have a mix of different kinds of intervention and enrichment opportunities here. I'm gonna say something that, you know, some people will probably object to. And I wonder, and this is not I don't know how you take it, in the RtI model teachers are supposed to do tier one interventions as a differentiation in regular class instruction. How is that going in high school? You know what I'm saying? How is that, how is that going in high school? I don't know. What if I could think about it a little differently in high school, what if my tier one differentiation rather than expecting me to divide my kids into groups, small groups and do that kind of thing that doesn't sit well with a lot of high school teachers, and give that individual attention, instead I had two three or days during an intervention period where kids who were struggling in my class could come one or two days and see me and get some help.

01:22:17

Dr. Rettig: And that's kind of my tier one intervention, where they could come for small group work in a period like this versus my trying to dance around that within regular, am I making you know what I'm talking about here? I'm just thinking if it's not more practical. Now I might have another group of students who, we got algebra kids who we gave the first formative assessment to and man we discovered some real weaknesses in these students. And we're assigning them to a tier two intervention that's gonna meet during this period, and it's gonna meet two days a cycle, and so maybe that teacher is doing that right here. He's got a tier two algebra group that based upon a formative

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assessment given might include his kids and other kids too from other teachers, and for two days a cycle or three days a cycle until we give that assessment again maybe in six weeks they're locked in and they don't get any choice.

01:23:06

Dr. Rettig: They got to go to that, you understand what I'm talking about there. So we got to try to mix in a way to give kids help in the classes they're taking now, and also more in depth help like a tier two intervention here too in the same sort of pattern. Then we have to take care of all the kids who don't need intervention. We have to have opportunities for them that are worthwhile, and people don't think are a waste of time. And so I have some things built in here, you know, I've just, these are just examples. I also think our, our, our, our vision of when intervention is should be broadened. If you're appropriately challenging your students in high school everybody needs intervention sometime. If you're taking AP calc you need help sometime, you know. If you're a avid kid, who is taking their first AP course you need help sometime you know, and so we have some AP assistance that might be scheduled in here.

01:24:01

Dr. Rettig: You know, those music people they always want to have those extra rehearsals right before the concert, they pull out of our core instructional time. I'm going to let them do it here, they can run their extra band rehearsals in here and not take it out of my class, that would be a good thing. You know that social studies teacher he assigns that group project, and then there is not time for the group to meet, they're supposed to get together and we live in a rural county. Those kids live far away from each other, how are they ever gonna work together? Maybe we got a project room and the kids can get together in the project room with the social studies teacher there to give them a little advice. They can work there together on that, you know, your imagination is the limit to what could possibly be provided in this. But man can you imagine the work that has to go into this to make it work? When we come back from lunch I'm gonna show you what one school did with it, and their preparation. It's awesome.

01:25:00

Dr. Rettig: It is awesome. Talk it about it in your groups a little bit, talk about this period what could you do with it. Go ahead you want to ask a question first? They had their own code they wrote for it. A school that I'm gonna work with you in, in a moment, you can do it in Moodle if you're a small school. There is an add on to Moodle that you can add, it's called face to face, you can do it with but that's not what I want you to do. I want you to bug your software purveyor and tell them I need to do this within the context of my current student management system, and they can do it. There is a way to do it that way, and so the schools that I worked in are doing the best. They've got it integrated with their current management system it's just another module added on to it, and so they've signed up says, this is not rocket science, science doing this okay. So talk about

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it a little bit, talk about it a little bit. [Tape cuts] We're gonna go to lunch now, I guess we have lunch from 12 to 1, and when we come back I'll answer some questions.

01:26:01

Dr. Rettig: And I'm gonna show you video of this, it's been done by a school about their intervention period, and we're gonna see some, we're gonna see some cool stuff I think. So I think this period is the most exciting thing happening in high schools right now, and the people who are doing it well are doing some really creative things with it. So, and then after we do a little bit of that and talk about some high school, how to fit in in high school we're gonna go to middle school and talk about some basic middle school models, and then how intervention fits in there. We have some different choices in middle school, that's what, that's the plan for this afternoon. So I hope you're getting something out of this, but it's time for lunch now. See you back here at one o'clock ready to roll okay.